

Answers to Frequently Asked Questions About AYP in Idaho for 2004-05

When will school and districts get their final reports?

The reports are due to schools from the state a month prior to the start of the academic year. Schools and districts should plan on having staff available through the middle of July to review preliminary AYP information and submit appeals if necessary. Final reports should be available after July 22, 2005

Who gets AYP determinations?

Accredited public schools will receive AYP determinations in 2004-05. The official list of schools for AYP purposes has been shared with districts. Students in programs will be counted in their home or sponsor school.

What are the targets?

There are 41 targets to meet in order to make AYP for 2004-05. AYP is calculated using the on-grade level portions of the spring ISAT in grades 3-8 and the entire grade 10 ISAT.

Target areas include:

1. Entire school
2. African American
3. Asian
4. American Indian/Alaska Native
5. Hispanic
6. White
7. Hawaiian/Other Pacific Islander
8. Students with Disabilities
9. Limited English Proficient
10. Economically Disadvantaged

AYP is calculated for each group listed above on four factors:

1. *Participation.* For both reading and math, a minimum of 95% of students in each disaggregated group must be tested to meet the AYP participation target.
2. *Academic proficiency – Reading.* A minimum of 72% of students in each disaggregated group must score at the proficient level or above in reading.
3. *Academic proficiency – Math.* For math, 60% of students in each disaggregated group must score at the proficient level or above.
4. *Third Academic Indicator–* The third academic indicator, for elementary, middle schools, and junior high schools, will consist of one of three choices:
 - Increase percentage of students scoring advanced.
 - Decrease percentage of students scoring below basic.
 - Maintain, make progress or have proficiency above 72% in Language Usage.

Meeting a graduation/completion rate target is a legal requirement under NCLB and will be used as the third academic indicator for all high schools.

These four factors are applied to each of the ten target populations (10x4=40), plus the entire school must meet the 3rd Indicator target for a total of 41 targets: (a) reading participation, (b) reading proficiency, (c) math participation, (d) math c proficiency, and (e) third indicator.

Missing *any one target* identifies the *entire* school or district as not meeting AYP for the year.

Does the ISAT Science Test count in AYP this year?

No. The Science ISAT in grades 5, 7, and 10 was a pilot this spring and does not count in AYP determinations.

What is Safe Harbor?

A school or district that misses a subgroup proficiency goal in reading or math or both can “make” AYP if it meets these two Safe Harbor tests:

Safe Harbor is determined by decreasing the percent of non proficient students by 10% or better, and achieving the third indicator target.

Does the school have to ask for Safe Harbor?

No. Safe Harbor is automatically calculated for all eligible schools.

Will the state average participation rates?

Yes, Idaho sse the flexibility from the federal government to average participation rates over three years. Averaging will work like this: If XYZ school misses a participation target in 2004-05, the rate will be averaged with 2003-04 and 2002-03 rate. If the average is 95 percent or greater the target of 2004-05 is met. It is not retroactive and cannot be used to change prior year AYP determinations.

Who is not included in all or part of the AYP calculations?

Students who are not enrolled for a full academic year—The definition is: “A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state-approved spring testing administration period...”

Limited English Proficient students in their first year in the U.S.

A. Limited English Proficient students.—Idaho applies a federal flexibility policy for LEP students in their first year in a U.S. school. It works like this:

1. Reading/Language Usage – The student must take the language proficiency assessment required by the district to qualify for the LEP program. Students coded

LEP1 will be counted for participation for the reading and language usage ISAT but will not be counted for proficiency.

2. Math -- Students coded LEP1 must take the ISAT math test. This allows the student to count for participation, but scores do not count for proficiency.

Is there flexibility for students who have exited LEP programs?

Yes. Scores of students who have exited the LEP program are included in the LEP subgroup totals by coding those students LEPX. An “exited LEP” student (LEPX) may be included in subgroup totals for two years.

Is there new flexibility for special education students this year?

The federal government is allowing states to apply for flexibility for special education students. Idaho is in the process of negotiating this flexibility and if it is granted will apply the flexibility rule to schools and districts that qualify. To be considered for this flexibility special education must be the only target that is missed.

What if a student takes the ISAT with adaptations?

The student will be counted as “not tested” for participation.

What if a student is not able to take the ISAT due to illness?

Students who are absent for the entire state-approved testing window, because of a medical condition, are exempt from taking the ISAT, and therefore do not count for participation or proficiency. It is necessary to file an appeal for these students and provide appropriate documentation.

What does “needs improvement” mean?

A school or district must miss a target in the same subject area for two consecutive years to be identified for improvement. Examples:

1. XYZ school, in 2003-04, makes all targets except LEP reading proficiency. In 2004-05, the school makes all its reading goals including LEP reading proficiency, but misses in LEP math. The school is not a “needs improvement” school. Rather, it has just not made AYP for math.
3. ABC school, in 2003-04, makes all targets except white math proficiency. In 2004-05 the school makes the white math proficiency target and all other targets except Hispanic math proficiency. The school makes all of its reading targets. This is a needs improvement school, because it missed a math goal for two consecutive years. Rule of Thumb: Two consecutive years in the same subject.

Will districts be able to appeal AYP results after the schools have finalized appeals?

No. Changes made at the school level will also be applied to the district level to ensure accuracy across all levels..